PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Democratic Features in Kalamazoo

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIII, No. 27

July 6, 1931

Ten Cents a Copy
By the Year, $3.00

CLEVELAND, OHIO
(Population over 900,000)
ADOPTS

McKittrick and West's
English Composition

For Use in Ninth and Tenth Grades

THE STATE OF TENNESSEE
ALSO ADOPTS

McKittrick and West's
English Composition

(On Its Multiple List)
For Five Years' Use

The authors are: May McKittrick, Assistant Professor of English, Western Reserve University, Cleveland, Ohio, and Marietta Hyde West, formerly Head of the Department of English, East Technical High School, Cleveland, Ohio.

AMERICAN BOOK COMPANY
New York Cincinnati Chicago Boston Atlanta

ART APPRECIATION TEXTBOOKS

By CORA ELDER STAFFORD, A. M., *(Columbia) Director of Art, State Teachers College, Denton, Texas, and Pearl Rucker, Supervisor of Art, Houston, Texas.*

Part One — My Brownie Art Book
Part Two — My Rainbow Art Book
Part Three — My Indian Art Book
Part Four — My Pinocchio Art Book
Part Five — My Wonderland Art Book
Part Six — My Jungle Art Book
Part Seven — The Round Table Art Book

Here is a series of art books that are children's books from which we believe the children can learn some of the basic principles of art:

1. Each project is so presented that the art quality is made apparent to the learner.
2. The principles of color harmony are taught, rather than a discussion of color theory.
3. Each book presents a plan for the study of some of the great masterpieces in such a way that the fundamental principles that make them great are pointed out.
4. The exercises that require child activities are so presented that basic art principles are apparent and the exercises are so simple that the child himself can at least approximate the perfection of the illustration.

These books do not offer drawings to copy, but suggestions that will inspire the pupils to do original thinking and original work.

Write for Further Information

LAIDLAW BROTHERS
Educational Department
2001 Calumet Ave. Chicago **133 First St. San Francisco** **36 West 24th St. New York**

Now, no child need be handicapped

Schorling – Clark – Potter

Instructional Tests in Arithmetic

New-type individualized drill for grades 5 to 8. The tests are planned so that each pupil is enabled to discover his own weaknesses and **drill on what he does not know**, until he is up to the standard of his ability in arithmetic computation. In one convenient booklet, there are inventory tests, practice exercises, special diagnostic tests, remedial material, record forms, standards for three levels of ability, and answers. These tests effect an increase in the mastery of classes of as much as three to six times the normal gain.

Send for further information

WORLD BOOK COMPANY
Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

From The Old to The New Education

By W. A. BALDWIN

The Latest Book on Progressive Education

FOR

1. **Teachers and Superintendents in Service**
2. **Students in Teacher Training Institutions**
3. **Summer School Classes in Education**
4. **Parent Teacher Association Members**

TYPICAL WORDS OF COMMENDATION:—

"It should be of great service to any teacher in helping her to make the work of the classroom interesting and valuable to her pupils."
M. V. O'SHEA

"The short and lively chapters illuminate by concrete illustrations and personal experiences the discovery of child interests, the guidance of activity, the cultivation of thinking, the necessity of outdoor and indoor games for mind and body, the absurdity of abandoning drill, the evolving curriculum."
WILLIAM McANDREW

"While congratulating you upon a signal accomplishment I am also congratulating the teaching profession upon having so helpful a resource in this inspiring book."
EDITH GOODYEAR ALGER

"I am pleased and proud beyond expression with your book." A. E. WINSHIP

"It is easy to read, it is full of wisdom, it will prove very helpful." Wm. H. KILPATRICK

"It has been fascinating to note the aptness and force of your many and varied illustrations of principles of learning and teaching."
HANNAH MARGARET HARRIS

"You have made an excellent contribution to the literature of true teaching just as your personal work in teaching was a progressive stimulus to your associates."
F. F. MURDOCK

Price, $1.25 - Ten or more, $1.00 each

NEW ENGLAND PUBLISHING COMPANY
Note—Why not ask your city librarian to order Ten for the use of Teachers?
BEACON BUILDING, BOSTON

JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

Table of Contents

JULY 6, 1931

EDITORIALS:—
The World's Hoover 719
Caution at a Premium 719
Harmony Indispensable 719
Superintendent G. E. Dille 720
Dr. Mitchell's Election 720
Scholarship at Antioch 720

ANGELO PATRI 721
By Albert E. Winship

THE THOUSANDTH MAN (Poem) 721
By Rudyard Kipling

BELDING'S PAGE 722
An Undesirable By-Product 722
Saving Europe and Ourselves 722
Freshman Salvaging 722

DEMOCRATIC FEATURES IN KALAMAZOO SCHOOLS 723
By E. H. Drake

PROBLEM SUPERVISORS 724
By S. M. Barrett

THE OHIO SCHOOL OF THE AIR 725
By R. Dean Conrad

CITY SUPERINTENDENTS OF CONNECTICUT 728

THEY SAY 729

STUDIES IN DECEIT AND SELF-CONTROL 730

EDUCATION IN ACTION 731

GRINS BETWEEN GRINDS 734

TEACHERS TO STUDY HOUSING 734

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

The World's Hoover

THE modern world has never had an experience like that created by President Hoover's war debt proposal.

Nothing could have signified so much to the Los Angeles meeting of the National Education Association as did the world glorification of President Hoover.

Had the meeting this year been anywhere else, had it been there a week earlier, or a week later, it could not have meant as much.

The entire setting for the meeting of every issue that had been raised and every phase of restlessness was artistically prepared for settlement by the world's acceptance of President Hoover as the world's civic, social, and industrial leader.

Caution at a Premium

CALVIN COOLIDGE is said to have said that he has never been sorry for anything that he has never said. Caution in discussing education crises of today is important. There is no safety in assuming wisdom in facing the problems of education today, socially, financially or professionally.

There has never been anything comparable to the business depression of the world today, and American education is vitally affected by business conditions at home and abroad.

Up to date the big financiers have not solved the financial problems of any country, and it is unwise for non-financial professionals to assume to propose a solution of present problems of education.

American education must adapt itself to business conditions as best it can, and not muss them fanatically or professionally. Caution is the safest slogan.

Harmony Indispensable

THE present discord in civic, economic and professional life makes a return of prosperity impossible. This is as true in education and religion as it is in stocks and bonds.

We have called attention to the remarkable at-

tainment in education and professional achievement in Minnesota, which has had no parallel in recent years. It resulted wholly from professional harmony everywhere with everyone.

The State Association had tried in vain for several years to revise the Retirement Fund law. This seemed the most unfavorable time to attempt a revision, but it was the only favorable or possible time for the revision.

Every one knew that absolute unanimity was necessary. This meant that State Superintendent McConnell's clear thinking must be accepted; that the forceful leadership of Carroll R. Reed, superintendent of Minneapolis, president of the State Association, must be unanimously accepted.

Fortunately a former high school teacher, H. L. Wahlstrand, was serving his second year in the legislature, and every teacher and school official accepted his judgment on everything that should be done, and the way it should be done.

Every teacher in the state accepted without discussion the direction of a primary school teacher, Miss Daisy Brown, of Stillwater.

C. G. Schulz, long time executive secretary of the State Association, was expected to "O. K." every suggestion before it went into action, and had as his adviser at every turn R. L. H. Lord, an ex-superintendent, and nothing was attempted until the closing session, when the bill came to the home plate with the bases full.

No one person can claim the victory. Every one had full share in the miraculous achievement.

Superintendent G. E. Dille

G. E. DILLE, superintendent of Chillicothe, Missouri, for the past six years, and superintendent in three other Missouri smaller cities before going to Chillicothe, has been elected superintendent at Maplewood, an important suburb of St. Louis, with twice the number of pupils and three times the wealth of Chillicothe, at a salary of $5,000. This is a wonderful professional attainment in 1931.

There were more than 150 applicants for this superintendency. There were influences of every kind from everywhere brought to bear for every candidate.

Many universities were looking longingly for that $5,000 position for one of their alumni, and a Missouri superintendent of many years and many cities won the great professional prize.

Mr. Dille has earned this recognition. Chillicothe has been a stable, enterprising, forward-looking education city of its size and wealth for several years, and Mr. Dille magnified its efficiency until it was one of the leading cities of the state. His election was no surprise to anyone who knows the superintendents of the United States.

Dr. Mitchell's Election

SEMINOLE, Oklahoma, has done nobly to elect Dr. John G. Mitchell as superintendent at the same salary for ten months that he has had for twelve months as president of the State Teachers College at Edmond.

Dr. Mitchell has been one of the great leaders of Oklahoma for the entire history of the state, six years as superintendent of Checotah, and eight years at Pryor before going to Edmond.

Not only in length of service but in high personal efficiency and professional vision. The entire teaching force of the state from rural schools to the universities has benefited by his leadership.

Seminole, with a hundred highly aspiring teachers, with one of the best public school buildings and a modern school spirit unsurpassed, offers Dr. Mitchell a wonderful opportunity to continue his professional service to the state.

Scholarship at Antioch

THE scholarship of the students at Antioch College, Yellow Springs, is every way equal to that of first-class liberal arts colleges as demonstrated by the Carnegie Foundation for the Advancement of Teaching by a series of tests and examinations of students in thirty-two liberal arts colleges in Pennsylvania.

In nothing were the Antioch students at a disadvantage, even in academic scholarship or general culture.

An educational foundation has just made a study of the habits of financial responsibility of approximately two thousand students to whom it has loaned money in about twenty-five colleges. A rating was made by determining the proportion of these borrowing students in each college who have been on time in paying interest and principal on their loans. More than 96 per cent. of the Antioch borrowers had a perfect score, a record equaled by only one other college. In the whole group of colleges the failure of students fully to meet obligations was three times as frequent as at Antioch.

Antioch holds that young men and women of good native quality are susceptible of development in every phase of personality, and that these different elements need not conflict, but can be made to harmonize and to supplement each other.

There is no attempt to place the traditional college at a disadvantage for students who want the traditional college education. There is a persistent effort to assume a disadvantage at Antioch for those who want that education, and this propaganda has failed absolutely.

Angelo Patri

By ALBERT E. WINSHIP

ANGELO PATRI, born in Italy fifty-three years ago, was graduated from the College of the City of New York at twenty years of age.

He taught in the Italian end of New York City for ten years before he was given a principalship thereabouts.

Twenty years ago his first book was published, and I wrote an appreciative review of the book, saying in connection with the review that I suspected the name of the author, "Angelo Patri," was assumed, for it was impossible that any one who could write such a book was unknown to fame.

I received a charming letter from him, thanking me for the notice, and asking me to visit Public School No. 4, New York City, where he had been principal for three years.

I was at Public School No. 4, way down on the East Side, as soon as I could get there, and the school was as high above the book as it was above any other school I had ever seen.

Principal Patri was at No. 4 for five years. The traditional schoolmasters of New York said his apparent success was due to the fact that he was the first young native Italian principal in the city, and naturally he was lionized by the Italians in the East End.

Eighteen years ago Angelo Patri asked to be transferred to the new No. 45, which was the highly respectable section of violent criminals.

Needless to say, I was one of the first visitors at P. S. 45. I was there in advance of his famous conquest. I intensified my opportunity to see that neighborhood glorified by Angelo Patri.

I was nationalized on the lecture platform by that time, and my star performance was "Rescuing Rascals," and Angelo Patri's success at P. S. 45 came in handy.

It is inconceivable that any principal of a large school can write an attractive and valuable column 365 days in the year, and a book or two a year, and speak on important occasions far and near, but Angelo Patri has done this with increasing effect for more than twelve years.

This reminiscence is prompted by the fact that on May 4 he received from The Parents' Magazine the medal of the United Parents Association of Greater New York Schools for distinguished service in Parental Education.

The Thousandth Man

By RUDYARD KIPLING

One in a thousand, Solomon says,
  Will stick more close than a brother.
And it's worth while seeking him half your days
  If you find him before the other.
Nine hundred and ninety-nine depend
  On what the world sees in you,
But the thousandth man will stand your friend
  With the whole round world "agin" you.

'Tis neither promise nor prayer nor show
  Will settle the findings for'ee,
Nine hundred and ninety-nine of 'em go
  By your looks, or your acts or your glory.
But if he finds you, and you find him,
  The rest of the world doesn't matter;
For the thousandth man will sink or swim
  With you in any water.

You can use his purse with no more talk
  Than he uses yours for his spendings,
And laugh and meet in your daily walks,
  As though there had been no lendings.
Nine hundred and ninety-nine of 'em call
  For silver and gold in their dealings;
But the thousandth man is worth 'em all,
  Because you can show him your feelings.

His wrong's your wrong, and his right's your right,
  In season or out of season.
Stand up and back it in all men's sight . . .
  With that for your only reason.
Nine hundred and ninety-nine can't bide
  The shame or mocking or laughter,
But the thousandth man will stand by your side
  To the gallow's foot . . . and after.

—Exchange.

Belding's Page

An Undesirable By-Product

DECEPTION is one of the most serious problems of the schools. Whatever light can be shed upon it should be welcome and should lead to redoubled efforts at overcoming this evil.

The seriousness of deception does not, of course, lie in the fact that the teacher is deceived, but that the pupil "gets away" with the deception. The teacher is little hurt by the deception. The pupil is very much hurt.

Professors Hartshorne and May of Yale University have conducted studies of deception which revealed many points, not the least significant of which is this: That the most common single cause for deception is the desire for good marks.

It was long ago observed, of the human family in general, that "the love of money is the root of all evil." In the school realm, the love of marks or credits apparently has similar potency.

The Yale investigators found, also, that deception was more prevalent among children whose parents set a value upon high marks than where parents were indifferent.

The problem seems to be to get rid of marks entirely, or to make them less important than is the case at present.

Clubs and activities have at least this advantage over the recitation method—that they induce many pupils to work for the joy of achievement.

Marks and ratings are a poor incentive. They too frequently fail to enlist the heart interest of the pupil in learning. He would rather appear to learn than do so actually.

Saving Europe and Ourselves

PEOPLE are saying that the action of America in offering a year's postponement of war settlements is an act of pure selfishness. The way the stock markets of this country rebounded to the first announcement indicated that probable benefits to American business were immediately anticipated. President Hoover naturally foresaw that benefits would result at home and that his action was not merely one of saving Germany from disaster.

Well—what of it?

When an intrinsically good course of action is adopted, it usually works well for the actor as well as for others. This is in the nature of things and can't be avoided. But the fact does not prove either selfishness or unselfishness in the actor. No one in the United States should claim any altruism in the lenient treatment accorded to certain international debtors in the emergency. On the other hand, it hurts a bit to have the whole thing ascribed once more to American self-interest, as if our government had acted "to save its own skin."

It has even been said that President Hoover made his move to preserve the Republican party. We like to think he did it as a Christian gentleman and a world statesman. We shall, in fact, retain that opinion, because it coincides with most that we have known in the past regarding this same Mr. Hoover.

Freshman Salvaging

FRESHMAN mortality—the number of failures of students in their first year at college—has long been a matter of concern to college faculties. They have endeavored to reduce these scholastic fatalities by more and more careful selection of applicants for admission. But no form of testing, however skillfully devised, has served to determine accurately which individuals will make the grade and which will not. Even if the tests were to reveal capacity for success, they could not possibly disclose what each student would actually accomplish in the new environment which college provides.

Dismissals from college in the freshman year are much more than a matter of statistics. Every such dismissal is a severe blow to the person concerned. Sometimes it may be the one thing needed to awaken earnestness of purpose. At other times and with other young people it is injurious and discouraging.

Salvaging classes for freshmen have been introduced at some institutions. Syracuse University, for example, reports the operation of such classes during the summer session—classes which enable the unsuccessful student, in many instances, to regain his lost rating, and to go on with his studies in the fall, in good and regular standing. Part of the Syracuse program, as it relates to the salvaging work, is a course in "How to Study." Lack of a studying technique has undoubtedly been the cause of many, many failures. Instruction of methods of study should properly be given at earlier stages in the schooling process. But "better late than never" is a truth well applied in educational matters.

Anson W. Belding

Associate Editor.

Democratic Features in Kalamazoo Schools

By E. H. Drake
Superintendent, Kalamazoo, Michigan

To free the schoolroom and the school from unnatural restraint is a fundamental need of education in a democracy, according to Superintendent Drake, who has indicated in this article some of the democratic ideals and practices of the Kalamazoo schools.

TWO prominent ideas have characterized the educational change of the past decade, and may be regarded as underlying theories of the present-day school. They are—first, that education in a democracy should be adapted to life under such a government; second, that the school should offer equal opportunity to all children to develop according to their maximum individual abilities. In accepting these theories and basing educational procedure upon them there has been no attempt to define democracy other than to consider it as the opposite of autocracy. If we accept the definition that education is life, or a preparation for life, then we Americans must regard it as life in a democracy, the basic idea of which is liberty or freedom. By this is not meant freedom to do as one pleases. Nor does it mean the privilege to act according to whim, caprice or license. The essential idea is controlled freedom originating in motive which comes from within and must be worthy. Such education must embody the spirit of democracy and is considered as a process taking place in the atmosphere of freedom. The spirit of democracy is social and altruistic in nature. It emphasizes consideration of the group, the rights of the minority and the individual as well.

In accordance with the above theory or philosophy we have attempted to carry out the following practices—fundamentally to free the schoolroom and the system of unnatural restraint and exterior authority. In extreme cases, just as in society at large, the school at times must exert exterior authority, and this is done when it seems wise. In place of the unnatural restraint and authoritarian features of the older school we substitute controlled freedom, self-activity, initiative and creativity. In carrying these features into practical life in the schoolroom we regard the child as the centre of education and the teacher as an understanding friend, leader and guide. We provide an abundance of material for creative work, make provision for student participation and co-operation, make free use of socialized recitation and actual life situations as subject matter, strive to develop group consciousness and social mindedness, provide building features conducive to freedom and health, and give the schoolroom a homelike atmosphere. In offering equal opportunity for development we attempt to educate the whole child intellectually, physically, spiritually, morally. We give large consideration to health matters, including mental and emotional adjustment. We supply the exploratory field, educational and vocational guidance.

As the present age is a changing one and is scientific as well as inventive and social, the child needs more than the development of the creative and social side of life. He needs training in adjustment to the future as well as to the present and needs development of the scientific spirit or spirit of inquiry. His childhood education should carry over into adulthood. He should see that education is an affair of a lifetime, and should be trained in the habit of foreseeing the future and in making adjustment to it. It is our purpose to do what we can to help him meet these needs.

The authoritarian school, instead of making the child the centre, was very strongly centred in the school itself, in the teacher and in the subject matter. The teacher herself performed an authoritarian function. Creative nature was denied expression as the child was a follower and not an originator or a leader. In the democratic school, student councils, participation and co-operation exist in grade, junior and senior high schools. Subject matter is presented largely as actual life situations or as having an intimate bearing upon present-day actual life. Group consciousness and social-mindedness are developed, at the same time care is taken that proper individual development shall not be neglected.

Our school buildings present the best in the way of light, heat, ventilation, gymnasium facilities, freedom of movement, sanitary standards, etc. In giving schoolrooms a more homelike atmosphere the fixed desk has been abandoned, movable furniture supplied, and semi-circle or family circle attitude is the form in which the group sits for recitation purposes. Children through proper self-restraint and self-control communicate and work with their fellows, moving about the room when necessary to accomplish their conceived activities. Large commodious gymnasiums with opportunity for free bodily movement are supplied for all buildings.

In following the above theories and practical

features we hope for and in a reasonable degree at least achieve the following outcomes: Proper bodily development of the child, including the development of his nervous system; proper mental and emotional development of the child, including mental and emotional life; the development of definite purposes by means of the use of material that is interesting and at the same time adapted to the needs of the different ages of the child; the accomplishment of learning that has been achieved by doing; the development of power to use knowledge attained; the attainment of a liberal degree of true freedom through the removal of unnatural restraints and by the proper degree of self-restraint, self-control and self-direction; the development of the creative powers of the child; the development of group consciousness and social mindedness; the development in children of the spirit of inquiry, methods of research, and the control of the tools of learning; the development of character as an outgrowth of the above mentioned outcomes and through the life-building processes of the school.

Problem Supervisors

By S. M. BARRETT

Kansas City, Missouri

IT MAY be that this title is not at this time fully recognized in our educational nomenclature, but at least it seems appropriate. We write freely of problem pupils, occasionally of problem teachers or principals, and why not once of problem supervisors? There are supervisors and supervisors! In the main, supervisors, like pupils, teachers and principals, are of excellent qualities, but as in all other organizations in which human beings are component parts, there are some not so good.

The first mentioned class of these problem supervisors has been named by the teaching profession "*snoopervisors,*" because they are essentially fault-finders seeking to discover what is wrong and not very often lending comfort and aid to teachers whose heavy load is a little more than they can carry. When teachers have not faith and confidence in the supervisors but look upon them as what they term "snoopervisors," then these supervisors become to the superintendent problem supervisors, and what a problem!

The second class might be called *clinging supervisors.* They are supervisors who must always consult the superintendent about every trivial thing; supervisors who cannot stand alone unless the superintendent holds their hands and steadies them while they try to walk. They certainly are problems. They are loyal in so far as their intellectual capacities will permit, but they are more trouble than they are worth and, therefore, must be classified as problem supervisors.

Opposite to this class of supervisors should be mentioned the *dictatorial supervisors.* They know that educational organization has changed from an autocratic to a democratic form, but they do not seem to know that includes supervision, or if they know it, they are not able to reduce their egotism sufficiently to properly co-operate with teachers and principals. They are fond of giving orders lavishly, and thus they are a problem.

Another class of supervisors might be known as "*road hogs.*" In automobile parlance they would be so called. They are supervising special subjects, and mental myopia makes it impossible for them to see that there are other subjects of importance included in the curriculum. They may be proficient; they may understand the technique of their subject, but they cannot see the other department. For this reason they are a serious problem to the administrative office.

There are also "contacting" supervisors. These are the supervisors who know everybody in the district of political influence; who seek to be affiliated with everything; who expect their friends and acquaintances rather than their competence and industry to hold them in their positions. If they would put the exertion into service that they put into fortifying themselves in their positions, they would be doubly fortified.

Last but not least are the "*yes*" *supervisors.* These are the supervisors who agree with everybody and everything while present; who agree with the superintendent and with the staff when consulting with them, but when in the field they find objectors, they agree (at least by silence) with the objectors. They never take a stand for a thing because it is right or against it because it is wrong. No one knows what they think is right because they do not think independently.

Problem pupils, problem teachers and problem supervisors constitute the major portion of the answer to the problem, "Why the short tenure of the Superintendent?"

The Ohio School of the Air

By R. DEAN CONRAD

Superintendent, Delaware, Ohio

OFTENTIMES a course of study is built in a swivel chair or in the halls of a university, missing the most important contact and viewpoint, that of the classroom teacher. In these days of integrating a new and better democracy, the child shall be the centre of the school and the classroom unit shall be our basis for thinking. The question that has concerned me and interested me in the Ohio School of the Air is, what does it contribute to the child at work in school? With that question hangs the importance or lack of importance of education by radio.

We do not have to go to the open places to find schools devoid of maps, books, and other equipment pertinent to the vitalization of the education of the children in attendance. People are beginning to realize that the school is a workshop for the child in which he meets life situations, and attacks his problems as do the older folks out in life, except that the child's problems are much simpler in nature. The day is passing when the teacher just hears her children recite. The rule of assign, learn by heart, and recite is over as far as teaching to educate the child is concerned. Now you will say, what has all this to do with the Ohio School of the Air? It just has this to do with it. In the teaching program of formality assign, learn by heart, and recite, education by radio has no place. It can be of no value in such a school. It might cause them to discuss things, try to think them through, and change the old school to a vital workshop in which the child initiates, creates, and is interested in his school and life, because it is more interesting to him and more meaningful as to what education is about.

Now how does it contribute to the child at work in school? In three ways:—

1. It vitalizes the curriculum.
2. It enriches the curriculum.
3. It promotes the activity school.

How does the School of the Air vitalize the curriculum? The School of the Air has presented 135 hours of work this past year, opening on Monday, September 22, and closing on Tuesday, April 28. These lessons have been distributed nearly equally between the elementary school which included a primary and intermediate division, the junior high school, and the senior high school. Each hour period was divided into three periods of twenty minutes each. These periods have been brief enough to bridge the span of interest of the children and of such nature to both vitalize and enrich the regular school program. In order to tell you how the school work is vitalized I shall outline two of these lesson periods.

The first was presented on Monday, January 12. It was the inaugural program of a new governor. Music was scheduled for 11 a.m., and the oath of office was to be administered at high noon. For this particular day in our city, announcements were sent out in advance to the homes telling them of our plan to listen in on this special program. Attendance was voluntary as it came at the dinner hour. This included grades from five to twelve inclusive, about 1,000 children. All remained except for the few who could not so plan. At eleven all classrooms were tuned in. The Marietta Band had already been playing, for we could hear it in the distance. The school master of the air, B. H. Darrow, was at the microphone for the most part and we were given a vivid picture of the manœuvres about the capitol building as the program developed.

Few of us had ever attended an inaugural before. Only a few of our children ever will unless it be by radio. A half-dozen students from our journalism class had been sent down to Columbus to cover the program and report back. The other thousand of us in Delaware City and the other thousands throughout the state were in classrooms and at home listening in. I happened to be teaching a section of the eighth grade that day in the absence of the regular teacher. Well do I remember how we listened with great expectation. thrill, and silence. We hastily drew a map of Ohio on the blackboard and located Columbus, the capital. This locating had new meaning and specific significance to the children. Now the capital meant inauguration, the seat of state government. Before it was just the capital. Next a map of Ohio was drawn which showed the town of Marietta. This had new meaning and greater significance than that it was the first settlement in Ohio. It was now the home town of the new governor. Next, a

rough sketch of Columbus was drawn showing an enlarged view of the capitol building, its lawn, the four bounding streets, one of these streets extended up to our city, which is directly north of the capital. Next the Governor's mansion was located out on East Broad street and the A. I. U. tower on West Broad. Some pupils thought the governor's home was in the capitol building. Some children for the first time learned about the location of the Senate Chamber, the House of Representatives, and the governor's suite. This for the first time meant something to them. We then turned back to the program again. We visualized the placements of honor on the west steps, the movement and excitement as it was all given us by the master announcer. Now the governor's party arrives. We were all tense. The Marietta Band seemed to be our favorite, the 166th Infantry was in the picture as the body guard to the governor. We were intensely interested in the brief, lovable prayer of Mr. White's own minister from Marietta as he pronounced the invocation. Then came the presentation of Governor-elect White's life, by Mr. Warner, the presentation of the governor's commission by the retiring governor, Mr. Cooper, a word about the fine service Mr. Cooper had given to the state as governor in the past two years—then came the moment when the oath of office was to be administered. It meant more than words, meant more than a textbook story. It was now a real living thing, vital to the inauguration of a new program in government. In order to give meaning to the oath, Chief Justice Marshall had opened the Bible, which had been given Mr. White by his parents forty years ago, to II Samuel, 23rd chapter, and third verse, which read: "He that ruleth over men, must be just, ruling in the fear of God." Chief Justice Marshall told us these words were among the last words of King David. He said he uttered them as he was laying down the sceptre of life, and they were spoken from an experience of forty years as a ruler of a great nation. He said further the words were just as true today as they were 3,000 years ago. Then he said to Governor-elect White: "You will place your left hand on the text and repeat after me the words of the oath." We were in breathless silence as the solemnity of the occasion reached us. "I, George White, do solemnly swear to support the constitution of the United States and the constitution of Ohio, that I will honestly and faithfully discharge and perform all the duties evolving upon the office of the governor of Ohio to the best of my ability and understanding, this I do as I shall answer to God." With his right hand raised toward heaven, and with the words of this oath still ringing on his lips, George White of Marietta, Princetonian, banker, one time Klondike gold digger, and Pennsylvania oil prospector, became the forty-eighth governor of Ohio. Then Governor White told us: "A public office is a public trust."

The home owner and farmer would not bear a greater burden of the taxes in the construction of the new taxation law.

Did that lesson vitalize the school work, and interest in school, and interest in government because it now had new meaning?

Briefly I would like to give you another outline of a lesson of the Ohio School of the Air in vitalizing school work. It was Tuesday, April 7; time, 2:40 to 3:00 p.m.; subject, nature study, special topic, "The Buckeye Tree." H. E. Eswine, radio teacher. This lesson was specifically planned for the intermediate grades. Our fourth grade at north building was listening in. I was visiting there for the period and decided to stay for the radio broadcast. Some pupils were taking notes on paper, others were just listening. The teacher was tabulating notes at the board. After the broadcast there was a lively discussion as to who had seen a buckeye tree, where was the nearest tree, how many buckeye trees were there in our city? What was the difference between a horse chestnut and a buckeye tree? Where do buckeye trees grow? What use were they to the early settlers? Before I left, and in the space of the next ten minutes, a boy located a buckeye tree within a half block of the school and was on his way to get permission of the landlady to let his room go and see it. The next morning on my desk was a note from this room telling where several other buckeye trees were in the city, how I could see them, and further that they had found a small tree, had it given them, and that they were going to plant it on the school grounds on Arbor Day.

The results of these two lessons with the additional hundreds of such lessons given in the past year by the Ohio School of the Air have given new vision to the classroom teacher, and make the regular school program a vital thing in the child's experience.

How does the School of the Air enrich the curriculum?

The lessons on The Inaugural and The Buckeye Tree not only vitalize the work but offer an enrichment program, not always found in books and libraries. The radio program has included weekly visits Out to Old Aunt Mary's, where we meet Uncle John and Aunt Mary. They live on a beautiful farm, equipped with ideal farm buildings. On this farm is level and hilly ground, cleared land, and land still in forest. Here is a beautiful stream of clear water fed by never-failing springs on the hillsides, and runs from the woods through the pasture field. The farm is stocked

with all kinds of sleek stock. There are plenty of chickens, turkeys, and ducks. A fruitful orchard stands on the hill back of the house, there's the apiary, the garden with its vegetables and flowers. The children are privileged to make weekly visits to the beautiful home where they study with the radio teacher, Professor Harry E. Eswine, the mosquito, the wasps, the grasshopper, the corn plant, the galls, the ants, the dog, the cat, the cow, the horse, the snow and trees in winter, insects in winter, birds in winter, birds' nests, snakes, wild ducks and wild geese, toads and frogs, European corn borer, the fish, the buckeye tree, some freshwater dwellers, the seventeen-year locust, and spring wild flowers. Would you not like to take that trip Out to Old Aunt Mary's if your school work was like that? In a very fine way this material has enriched our course in nature study.

Shall we turn a moment to the enrichment program in geography? Dr. W. R. McConnell is radio teacher. Here this great teacher and traveler tells us in a most wonderful way about:—

Nature of Man in New England—New York, the Empire State, and the City of New York—From New York to Philadelphia—In Pennsylvania, the Keystone State—The Atlantic Coast Plain and the Piedmont Plateau—A Study of Florida—The Cotton Belt—Rice and Sugar Cane—Texas, Our Largest State—Nature and Man in Ohio—Over the Ohio River to Kentucky and West Virginia—The Great American Corn Belt—Winter Wheat—Spring Wheat—How the Great Lakes Help the People in the North Central States—The Rocky Mountains—Our Rich Pacific Lands—Canada—and Nature of Man in Central and Western Canada.

Then there were the studies in foreign lands which space will not permit me to list here.

In a similar manner the following fields were presented by great teachers: Story Plays and Rhymes, Current Events, Our Government, General Science, History Dramalogs, Studies in Botany, Guidance, Physics, Health, Literature by Living Writers, Stories, Citizenship, Art Appreciation, and Modern Adventure.

How does the Ohio School of the Air promote activity work?

Just this way. With the vitalizing and enriching material, the school becomes a laboratory for work. School is meaningful to the child. He now gets the viewpoints of people now active in government and all walks of life. His own citizenship is more than so many pages in the text. It is a living thing, for he can see it through the eyes of others as well as his own. His ideas he can no longer copy from the book, but he must construct them. The program thus tends to lend itself to greater activity on the part of the learner.

In addition to vitalizing and enriching the curriculum and affording life situations for better activity work, radio education offers rare opportunity for the schoolroom to contact the first citizens of the land from the president of the United States, his cabinet, and men of state and local government to the great scientists who would discover a north or south pole either by air, on land, or under the sea. To this list would be added men of other achievement, industry, and citizens of rank in all walks of life. How we counted that day in remembrance at school when some outstanding personality came to our room and said a word to us! Now, the schoolroom through radio may contact the great personalities of the wide world from the president of the United States, to a King of England, and to a Mussolini in Italy.

In this group of personalities will be great teachers by radio, rich in experience, great in personality and voice, who will project themselves into the thinking and the very lives of the children in the classroom. Who can estimate the value in educational and vocational outlook? These great teachers, of course, will never replace the regular classroom teacher, nor in any way detract from her personality, but will enrich it, magnify it, and give it greater power.

In our schools the pupils have become better listeners. The radio program has, somewhat to our surprise, developed unusual concentration and attention. We consider this of great value.

Radio education has great possibilities for the teacher as well as for the child in the schoolroom. The teachers of the state can become one great live and growing normal school under the leadership of great teachers of teachers. We had four teachers' forums last year with much profit to the several thousand teachers who were listening in. This picture grows on one as he sees the great Ohio Education Association becoming interested in this dynamic movement in training and keeping teachers alive and growing on the job.

I might add that the Ohio School of the Air touches the home as well as the school. One home out of every five in our city listened in on these programs. Who can estimate the value of this home contact in relation to greater interest in education, to better understanding of children, and to the promotion of better schools?

One greater hope for better schools, better teachers, better homes, and a better democracy in which to live, lies in the great possibilities of education by radio.

City Superintendents of Connecticut

E. Year Elected; P. Promoted; F. Place from Which Elected; S. Present Salary

Ansonia—Richard T. Tobin
E. 1913. F. Cambridge, Mass. S. $4,800.

Berlin—Mary E. Griswold

Bethel—Frank A. Berry
E. 1914. P., S. $2,900.

Branford—Horace G. Westcott
E. 1928. P., S. $3,750.

Bridgeport—Worcester Warren
E. 1929. P., S. $7,500.

Bristol—Karl A. Reiche
E. 1913. F. Hartford.

Canton—F. J. Penny

Cheshire—D. C. Allen

Danbury—Harold F. Dow
E. 1931. F. Swampscott, Mass. S. $6,000.

Darien—Edward H. Fuller
E. 1923. F. Stamford. S. $5,500.

Derby—Frank M. Buckley

East Hartford—Percival S. Barnes
E. 1919. F. Johnson City, Tenn. S. $5,500.

East Haven—William E. Gillis
E. 1930. F. Derby. S. $3,100.

East Windsor—Alfred E. Standish
E. 1927. F. Old Lyme. S. $3,000.

Enfield—E. H. Parkman
E. 1926. P.

Essex—William M. Strong
E. 1919. P.

Fairfield—William E. Smith
E. 1914. F. Charleston, S.C. S. $6,000.

Farmington—E. W. Ellis
E. 1930. F. Woodstock. S. $4,000.

Glastonbury—Francis S. Knox
E. 1917. F. Greenwich. S. $3,900.

Greenwich—Edwin C. Andrews
E. 1910. F. Shelton. S. $6,000.

Griswold—Chester L. Howe
E. 1929. F. New London. S. $3,700.

Groton—S. B. Butler
E. 1928. F. New York. S. $3,700.

Guilford—H. P. Crosby

Hamden—Margaret L. Keefe
E. 1912. P., S. $4,250.

Hartford—Fred D. Wish, Jr.
E. 1923. P., S. $5,500.

Killingly—William E. Parker
E. 1924.

Litchfield—Orwin B. Griffin
E. 1929. F. Waterbury. S. $3,600.

Manchester—Alfred F. Howes
E. 1910. F. Mass. S. $3,800.

Mansfield—Levi T. Garrison

Meriden—C. C. Thompson
E. 1926. F. Stratford. S. $5,700.

Middletown—Fred W. Shearer
E. 1931. P., S. $5,000.

Milford—C. W. Maddocks
E. 1927. F. Deep River. S. $5,250.

Montville—L. L. Leister

Naugatuck—H. E. Chittenden
E. 1918. S. $4,750.

New Britain—Stanley H. Holmes
E. 1906. F. Haverhill. S. $7,000.

New Canaan—Henry W. Saxe
E. 1908. P., S. $4,100.

New Haven—Frank H. Beede
E. 1900. P., S. $8,250.

New London—Warren A. Hanson
E. 1918. P., S. $6,000.

New Milford—John Pettibone

Norwalk—John Lund
E. 1925. F. Wallingford. S. $7,000.

Norwich—E. J. Graham
E. 1912. F. Fairfield. S. $5,000.

Plainfield—John L. Chapman
E. 1905. F. Chester, Mass. S. $4,500.

Plainville—Leon C. Staples
E. 1927. F. Suffield. S. $5,000.

Plymouth—H. S. Fisher
E. 1920. F. New York. S. $3,500.

Portland—Van Buren Moody
E. 1925. F. Waterford and Montville, Conn.

Putnam—Leon M. Farrin
E. 1928. F. Hanover, Mass. S. $3,900.

Ridgefield—A. D. Horton
E. 1928. F. Weston, W. Va. S. $3,800.

Seymour—Ridgley C. Clark
E. 1917. F. Guilford. S. $3,900.

Shelton—Harry E. Fowler
E. 1910. P., S. $4,000.

Simsbury—H. W. Thomas
E. 1931. F. Johnson, Vt. S. $3,700.

Southington—Herschel S. Libby

Stafford—Francis S. Brick
E. 1922. F. Monson, Mass. S. $3,200.

Stamford—Joseph A. Ewart
E. 1926. F. Milton, Mass. S. $8,000.

Stonington—William B. Noyes
E. 1930. F. East Haven.

Stratford—E. Ward Ireland
E. 1929. S. $5,700.

Suffield—R. D. McAlister
E. 1927. S. $4,500.

Thomaston—Raymond N. Brown
E. 1921. F. State Board of Education, Conn. S. $4,800.

Thompson—W. G. Colby
E. 1929. P., S. $3,500.

Torrington—George J. Vogel
E. 1914. F. Canaan, Conn. S. $6,500.

Vernon—H. O. Clough
E. 1918. S. $3,800.

Wallingford—H. Morton Jeffords
E. 1925. F. State Board Education, Milford. S. $5,000.

Waterbury—Michael C. Donovan
E. 1925. P., S. $7,000.

Watertown—G. G. Swift
E. 1919.

West Hartford—Lloyd H. Bugbee
E. 1922. P., S. $6,500.

Westport—Mark R. Lefler
E. 1926. F. Perth Amboy, N.J. S. $5,500.

Wethersfield—Wilson Greer
E. 1928. F. Groton. S. $5,200.

Winchester—L. R. McKusick
E. 1928. F. Derby. S. $4,000.

Windham—Egbert A. Case
E. 1918. P., S. $6,000.

Windsor—Leander Jackson
E. 1916. P., S. $4,000.

Windsor Locks—Leander Jackson.

If nobody smiled and nobody cheered, and nobody helped us along,
If every man looked after himself, and good things went to the strong,
If nobody cared just a little for you, and nobody thought about me,
And we all stood alone in the battle of life,
What a dreary old world it would be.

Life is sweet just because of the friends we have made and the things which in common we share;
We want to live on, not because of ourselves, but because of the people who care;
It's giving and doing for somebody else—on that all life's splendor depends;
And the joy of the world, when you have summed it all up,
Is found in the making of friends.

—Selected.

They Say

DR. JOHN H. FINLEY:—

"No curriculum can be called cultural which does not bring one face to face with infinity, which does not consider the instinctive desire of the mind to learn the mystery of being.

"The mystery of the Mind's desire is a mystery of the evolution of an urge that will not let man be satisfied with the past."

WILLIAM LYON PHELPS:—

"The president of a university should be a scholar rather than a business man; because it is easier for a scholar to master the details of academic business management than it is for a business man to master academic scholarship.

"No university, no matter how austere its aim, could exist five minutes without the aid of business men. Physicians do not build hospitals; research scholars in chemistry do not build laboratories.

"These edifices and tools are provided by business men who believe in professional men without wishing to imitate them."

ALBERT EDWARD WIGGAM, biologist:—

"Whether you want to be religious or don't want to be religious, you have to be religious."

ORDWAY TEAD:—

"When a man tells me that he has no time to read, I always want to ask him if he has time to have gas and oil put into his automobile. The analogy is close. For wisely selected business reading supplies new power, new ideas, new lubrication for the running of the business machine, and without these no progress takes place."

MARY ROBERTS RINEHART:—

"There are three sorts of people during periods of depression; those who have just too little; those who have just enough; and those who have more than they require."

GILBERT K. CHESTERTON:—

"We have had no more good comic operas of late because the real world has been more comic than any possible opera."

DR. JOHN L. ELLIOTT:—

"We should say to ourselves: 'These years shall not pass without a change in the manner of handling our unemployment problem.'"

DR. STEPHEN WISE:—

"Only a lunatic could be an optimist in New York."

Studies in Deceit and Self-Control

HUGH HARTSHORNE and Mark A. May, professors in Yale University, have made valuable studies of children during a period of five years.

Dr. Frank Astor has culled from the result of their studies some interesting discoveries:—

More than half of all children tested would share a little with others, and in service involving hard work about a third would do more for their class than for themselves.

The members of one club for boys and one club for girls were slightly more co-operative than non-members.

On the whole there is less cheating when there is a spirit of good will between pupils and teachers and the relations are free and cordial.

There is considerable resemblance in the amount of deceiving done by classmates; a pupil's cheating score on certain of the tests is very much like that of his associates. There is a slight resemblance between the scores of friends, even when they are not in the same class.

Most children will deceive under some conditions.

If children are told that the marks on a test will count on their monthly report, the amount of deception is at once increased.

The mere urging of honest behavior by teachers or the discussion of standards and ideals of honesty, no matter how much such general ideas may be "emotionalized," has no necessary relation to the control of conduct. Prevailing ways of teaching ideals and standards probably do little good and may do harm when the ideals set before the pupils contradict the practical demands of the very situations in which the ideals are taught.

Contradictory demands made by adults in the various situations of the child's life may compel inconsistency as the price of peace and self-respect.

Membership in clubs purporting to teach honesty did not help the children obtain a higher score, either on self-control or on honesty.

Such terms as honesty and self-control are names which the observer may, for convenience, apply to this or that group of conducts which show specified resemblances, but there is no evidence that in grades five to eight the children themselves have developed any great sensitiveness to such general terms either as motives or as cues of action.

What children are learning of self-control, service, and honesty seems to be largely a matter of accident. There is little evidence that they are being influenced by effectively organized moral education.

When dishonesty is rewarded, dishonesty is practiced.

Mere verbal promises to be honest and verbal formulations of the ideal of honesty do not produce general honest habits.

In most cases the motives of deception are probably mixed, but the most common single cause is the desire for good marks.

On most tests of deception there are no differences between the pupils of the various grades from the fifth through the eighth; but on certain tests there is a steady increase in deception from the sixth to the eighth.

There are no age differences between ten and fourteen; the older children are not less deceiving than the younger ones.

Sex seems to make no difference in scores on deception tests.

Pupils who get high marks in school for deportment are less deceptive than those receiving low marks.

The more intelligent a child is, the more honest is he likely to be.

Children who are well-mannered and are well treated by their parents are less deceptive than other children.

Emotional children are more likely to be deceptive than others.

If parents put too much pressure on school work, their children are likely to cheat.

There is a closer association between school marks and service than between intelligence and service.

In general children who are accelerated are more co-operative than the normally placed, and the retarded school children are less co-operative.

Boys and girls who are very clean are also more intelligent and more co-operative than others.

Boys and girls who are very sociable do not rank at the top of the scale of service to others, as might have been expected, but tend to remain in the middle of the scale. The sociable youngsters are not the most co-operative, nor are they the least.

When a group is divided into teams, the pupils show far more unselfish loyalty than when the entire class as a whole is pitted against other classes in the same school.

EDUCATION IN ACTION

All America Now Trying Summer Schools

Colleges Are Holding Annual Sessions, With Students From Many Walks of Life; Teachers Flock to Classes

No sooner are diplomas tucked away and the regular student ranks dispersed than onto campuses and into camps and classrooms the country through, will stream the motley army of volunteers—of all ages, nationalities and conditions—in the great educational free-for-all of the American summer school. Doctors, lawyers, engineers, accountants, teachers, stenographers, undergraduates and grandmothers, hotel employes and power-machine operators—they troop to the campus to freshen up on their jobs, or to forget them. Irreverently it might be denominated our annual intellectual "jag."

If last year's figures are a criterion, more than 421,000 people from every walk of life will be studying everything from airplane engineering to child development at some 650 of our colleges alone. And in the public schools, the commercial schools, the schools of music, art, drama and dance, the study tours, the tutoring camps and the universities of Europe and South America, will be uncomputed thousands more.

So vast, so universal, so all-inclusive have become the summer school's services that today, picturesque and novel though some of its forms may be, it nestles into the national scene almost as casually accepted as the public school system. In all the current pother about adult education it is indeed scarcely mentioned. Yet it probably is America's greatest contribution to that movement, and one that is fast being imitated by almost every civilized country.

Practically, today, the summer school knows no geographical boundaries. Even so far as this country is concerned, it is not and never has been an intellectualized New England product, or, for that matter, a characteristic of any one section. Colleges in every state of the Union, in Hawaii, the Philippines and Porto Rico, all enroll summer students by the hundreds and thousands.

For, disinterested as many summer students are, still throughout the country more than half—that is in the colleges—are teachers using the session as a kind of trade school, working toward university degrees, preparing for some new phase of school work to which they have been assigned, or merely passing off certain courses which may count toward a salary increase in their local school systems.

It has been said, according to Walter J. Greenleaf, specialist in higher education of the Office of Education, that "crediti tis" afflicts our American summer sessions. At any rate, the ordinary six weeks' summer school term is in most academic circles counted as a sixth of a college year. And a few schools are now offering a kind of bargain-counter novelty known as "unit courses" with one credit for two weeks' work in a subject.

Premier Backed On Bi-Lingual Issue

The Grand Orange Lodge of British America has unanimously swung its support behind Premier J. T. M. Anderson, of Saskatchewan, in his attitude toward the bi-lingual issue in that Canadian province. Introduced by the Rev. F. C. Ward-Whate, of Toronto, a resolution commended Premier Anderson "for abolishing the teaching and the use of French in the public schools of Saskatchewan, and for keeping the schools of that province free from sectarianism."

School for Shopgirls Planned in Denmark

A Merchant Saleswomen School for Denmark is being considered. The girls entering the school would have to hold the Danish Schools diploma. The training would consist of one year's work at the school, where two languages (English and German) will be taught, printing or clear handwriting, arithmetic, practical lessons in salesmanship and deportment.

Latvian Premier Taught in United States

Karl Ullman, or Ulmannis, first Premier of Latvia in 1918, who took up the reins of government again last March, when he formed a Cabinet to succeed the resigned Emglas government, brings to the Letts the ideas and agricultural training of an American. Forced to leave his native land because of political activities, when the reaction set in after the Russian revolution of 1905, in the days when Latvia was a Russian Baltic province, Ullman took refuge in the United States, and eventually made his way to Nebraska. He had been a dairyman in Latvia, which is eighty per cent. agricultural, and during his work and studies gravitated to the University of Nebraska, where he became an instructor in the agricultural department. Ullman was headed toward a professorship and a quietly successful career, like hundreds of other foreign-born Americans, when the World War gave impetus to the Latvian national movement. He left America to renew his political career, and when the Letts declared their independence soon after the Armistice he was made the first Premier.

School "Talkie" Test Arranged by Hoover

A letter has been addressed from the White House to the governors of all the states requesting them to join in organizing a nation-wide test of the purpose and place of sound motion picture films in school instruction. The letter, signed by Walter H. Newton, one of the President's secretaries, suggested that the governors memorialize their state superintendents of education to arrange to have some pupil, of at least grammar school age, come to Washington to participate in sound picture tests before a committee of experts, chosen by the Office of Education in the Interior Department. The President was asked to "lend his good offices" to this project, according to Mr. Newton's letter, by "an impressive number of city and state superintendents of schools." At the request of representative public school authorities, the letter continued, the Fox Film Company had agreed to prepare a number of educational films for the test. "It is not the purpose that it shall lead to exclusive privileges for any particular film company," the letter said, "either in the tests or in the subsequent preparation of films, if it should be found that a definite educational value can be introduced into the schools through the use of such films." The President has been given to understand that the expenses of those selected from the various states to take the tests will be taken care of through some fund.

Instruction an Important New England "Export"

Students from outside New England colleges and secondary schools spend approximately $26,000,000 in New Eng-

land every year, according to an announcement by Everett W. Lord, dean of Boston University's College of Business Administration. The report shows that 18,709 non-New England students in New England colleges and universities spent $20,976,661, while 3,837 non-New England students in New England preparatory schools spent $4,930,654. Bates and Wesleyan Colleges are not included in the college total. The report covers forty-eight colleges and eighty-two preparatory schools. "The grand total of approximately $26,000,000 would be increased by perhaps two or three million dollars by the addition of expenditures made by the relatives of these students and by alumni returning to their schools during the year," according to Dean Lord, who adds: "It is evident that the business of education in New England is of major importance."

England Tries Movies As Aid to Schooling

An experiment to determine the usefulness of talking pictures in education has just been completed in London. For the last six months pupils in fifteen English schools have been receiving instruction regularly by means of "talkies." An investigation of the results obtained is being made by educators with the intention of extending the experiment if proved successful. The intention of those who sponsored the experiment was not to replace teachers by "talkies" but to brighten the regular school work, and stimulate the desire of the school children for knowledge. Among the films shown were travel pictures, films depicting animal life, and films based on great literary works.

Party for School Head in Concord

A public reception was tendered Superintendent of Schools Wells A. Hall, of Concord, Mass., in the library of the high school in recognition of his twenty-five years of service in the school department of the town. The school committee and the parent-teacher associations of Concord and West Concord are in charge of the reception, to which all parents and friends of the public school children were invited. Mr. Hall came to Concord in 1906, as sub-master in the high school. William L. Eaton was principal of the high school and superintendent of schools at that time. About two months after Mr. Hall entered upon his duties in Concord Mr. Eaton died suddenly, and Mr. Hall was made acting principal. The following spring he was appointed to the dual position of high school principal and superintendent of schools. He continued to hold the two positions until 1917, when he became superintendent only, an office he has since held.

Blind School Graduates Win Success

Ninety-eight graduates of the Western Pennsylvania School for the Blind have taken a new lease on life after completing a course at the institute, a survey showed. The survey includes graduates from 1898 to the present class. Of the ninety-eight graduates, fifty-eight are women. Twelve of the women are married and have families. Teaching music and literature in schools and homes has provided places for thirteen. Because of their ability to overcome handicaps, nineteen are in business for themselves. Miss Marjorie Stewart, one of the graduates, operates a radio training school. Two are chiropractors, and fifteen are owners of confectionary stores or candy shops.

German Classes Show Increase

An increase of 145 per cent. in enrollment for the study of German in senior and junior high schools of New York City during the last four years, and an increase of 106 per cent. for Italian is shown in a report made public by Dr. Harold G. Campbell, deputy and associate superintendent of schools, and Dr. Eugene A. Colligan, associate superintendent. The report also showed that enrollment for Latin showed a decrease of 8.6 per cent. and for Spanish two per cent. French showed an increase of thirty-one per cent. "German is making rapid strides," said Jacob Greenberg, director of foreign languages in the junior high schools. "Within four or five years it may rival French in popularity. The increased enrollment in Italian is due among other things to parents of Italian birth who wish to have their children know the native language."

Fights School Taboos On Married Teachers

The American Federation of Teachers intends to keep the school teaching profession open to married women. It is conducting a nation-wide survey to ascertain the scope of movements to bar married women from public school teaching jobs, and to weigh reactions of teachers and citizens to the move. The federation, says Mrs. Florence Curtis Hanson, its secretary, is opposed to what it terms "this unfair discrimination." It holds that teaching qualifications should be based entirely on character and ability, not on social status. "We are continually receiving protests and inquiries from all parts of the country concerning this and other repressive regulations for teachers," Mrs. Hanson says. "Regulations as to clothes, movie going, lateness of evening hours, and other personal habits are imposed on teachers in some states. In their fight against all this sort of restriction and repression the teachers have the support of the federation, for we believe that character is not a thing that can be cultivated by restriction and regulations." Employment of married women as "substitute" teachers, and then having them work the full school year at the substitute's wage is another thing the federation would wipe out. It is Mrs. Hanson's opinion that the reduction of salary costs through this means has been the principal motive for the recent revival of the movement to cut married women from the active teaching lists.

Request Pupils Not to Seek Jobs

Shortly before the closing of New York City's public schools an appeal was made by Edward C. Rybicki, director of the City Free Employment Agency, to parents and to employers not to have children out of school seek jobs. It was stated that this would complicate the already serious situation. The only exception made is in the case prospective earnings are absolutely necessary for the support of the family. Frank J. Taylor, Commissioner of Public Welfare and chairman of the Mayor's Committee on Unemployment, said: "The Board of Education has evidenced a keen desire to limit to the greatest degree the number of minors obtaining working papers, and it behooves the residents of this city to co-operate in this movement to keep from adding these thousands of children to the long lists of those seeking work. They should not try to obtain employment unless their earnings are essential."

Higher Education Engages Oregon

At the request of Governor Julius L. Meier, the Oregon State Board of Higher Education is formulating a plan of consolidation of the various institutions of higher learning in the state. The institutions affected are the University of Oregon at Eugene; the Oregon State Agricultural College at Corvallis, and the three normal schools at Ashland, Monmouth and Lagrande. It is planned to have the applied science courses centred in the State College, with the pure sciences and arts at the university. The general scheme was originated when the Board of Higher Education was created in 1929, to supervise all of the institutions instead of having a board of re-

The HOLDEN BOOK COVER

ESTABLISHED 1869

is the only article of its kind that efficiently and economically Protects School Books from Daily Wear and Handling. Double the Lives of Your Books!

Samples Free

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

gents for each. The purpose of the organization is to increase the efficiency of the entire system, and to reduce duplication of overhead costs and courses. The problem has become acute through successful invocation of the referendum against a special mileage levy of $1,800,000 for the various institutions. The levy was approved by the Legislature, but through the referendum will be withheld until the general election of 1932. The regular levy, however, is not impaired, and operation of the schools will not be seriously disturbed by failure to obtain the additional funds, although some curtailment will be required.

Trained Teachers Increase in Maine

The field for 1931 normal school graduates in Maine is in technical and practical subjects, rather than in the so-called cultural branches, according to Bertram E. Packard, State Commissioner of Education in Maine. Although pointing out an oversupply of cultural teachers, Mr. Packard declares there are not enough teachers fitted to instruct high school pupils in mathematics, physics, chemistry, commercial subjects and agriculture, making the teacher situation different from that of fifteen years ago. Practically all of this year's graduates from the Maine normal schools must find employment in the elementary schools in this state rather than in secondary schools, the commissioner said. He is advising the Maine superintendents that they should not find it difficult to fill all or nearly all of their vacancies in the lower grades with 1931 normal school graduates. During the current school year, he says, only thirty-six out of 186 teaching positions classed as urban were filled by inexperienced teachers, and that there is no likelihood that a greater number of inexperienced instructors will be employed next year. Therefore the 500 or more new normal school graduates will have to find places in village and country schools, Dr. Packard adds.

Planet Discoverer Receives Scholarship

Clyde Tombaugh, twenty-five-year-old Kansas farmer boy who discovered the new planet, Pluto, is to enter college. Honored by the Royal Astronomical Society of Great Britain for his discovery, his ability in his search of the heavens already assured, Tombaugh will enter the University of Kansas next fall, either as a freshman or unclassified, as he has had only one year in high school. He has been awarded the Edwin Emory Slosson $500 scholarship in science. Tombaugh, now on the staff of Mount Wilson Observatory, at Pasadena, California, is self-educated. In between the chores and the wheat harvest on the farm near Burdett, Kansas, where he was born, Tombaugh studied astronomy, buying books with money saved from the small wages he received for farm work. At twenty he made a workable telescope, and followed with several others. In January, 1929, he was employed by the Lowell Observatory, at Flagstaff, Arizona, and a little more than a year later found the planet later named Pluto.

Evolution Law Stands in Tennessee

The Tennessee House of Representatives recently overwhelmingly rejected a bill designed to repeal a state law forbidding the teaching of the theory of evolution in schools supported wholly or in part by state funds. The vote to reject the repealing measure was fifty-eight to fourteen. Representative Robert M. Murray, author of the bill, spoke in defence of repeal before the vote. He said he was "getting tired" of having people refer to Tennessee as the state having "a monkey statute." The law Murray sought to repeal was the one which brought about the trial of Professor John T. Scopes at Dayton, Tenn., in 1925, on charges of teaching evolution in a state school. He was convicted of violating the statute against teaching such a theory in a school supported by state funds, and was fined.

Gives His Wife A Master's Degree

An incident believed unique in the annals of American college history took place in connection with the eighty-ninth annual commencement at the University of Missouri, when President Walter Williams conferred upon his wife, Sarah Lockwood Williams, the degree of Master of Arts. Mrs. Williams received a Bachelor of Journalism degree in 1913, and after working on several newspapers became an instructor in the School of Journalism. Her master's thesis topic was "The Biography of a Country Newspaper," dealing with the history of the Columbia Herald under the management of E. W. Stephens and Walter Williams.

Kansans Prefer Large Diplomas

Out of the 880 letters sent to the members of the junior class at the University of Kansas, requesting them to vote on the size of diploma which they prefer, 456 answers were received by the registrar's office. Eighty-four of the students preferred the old-style diploma. The large size of the new 8½ by 11 style diploma with a leather folder received 188 votes. The medium size, 7½ by 9½, had only eighty-four votes. The small diploma, 6½ by 8½, was preferred by 100.

+ + + TEACHERS' AGENCIES + + +

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
New York, N. Y., 225 Fifth Ave. — Birmingham, Ala., 808 Title Bldg.
Syracuse, N. Y., 139 Fago Ave. — Kansas City, Mo., 1020 McGee St.
Philadelphia, 1420 Chestnut St. — Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

THE PRATT TEACHERS' AGENCY

70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

THE TEACHERS EXCHANGE

of Boston, 120 Boylston Street

Recommends Teachers, Tutors and Private Schools

GRINS BETWEEN GRINDS

Unnecessary

A country doctor tells this one on himself.

After writing a prescription for a patient, the physician told him that the druggist would probably charge him sixty cents for filling it. Then the patient asked the physician to lend him the money. Thereupon the physician carefully scratched out part of the prescription and handed it back to the patient with ten cents, remarking:—

"You can have that filled for ten cents. What I scratched out was intended for your nerves."—Philadelphia Ledger.

He Enjoyed All But —

The lengthy recital had drawn to a close, ice cream and cake had been served, and the teacher was bidding the students goodby. One of the little performers had brought her small brother with her. As he was about to leave the teacher beamingly asked:—

"Well, Bobby, did you enjoy the recital?"

"Yes," asnwered Bobby, "all but the music."

Meow! Fft!

"Yes," said the mother, "my daughter is a great comfort to me."

"Well, personally, I prefer a daughter who is good looking enough to be a worry," retorted the catty one.

Business Instinct

A little Jewish boy stood in the middle of the street and cried as if his heart would break. A large crowd gathered and endeavored to learn the cause of his tears. When the multitude had reached large proportions, the boy took his hands from his eyes.

"What's the matter, sonny," asked a member of the crowd.

"Boo-hoo," cried the lad. "Won't somebody please take me to Cohen's Clothing Emporium. There's a big sale of men's suits, overcoats and ties. Everything at reasonable prices."

Modern Definition

Teacher—"Can you tell me what a waffle is, Junior?"

Junior—"Yes'm. It's a pancake with a nonskid tread."

She Had Her Way

A school was pursuing its placid course when a woman appeared in the hall carrying a hammer, and calling loudly for Miss Primary. Miss Primary duly appeared, but at the sight of the hammer beat a hasty retreat to her room, where she secured the door.

The principal now came on the scene, and suggested that it might be better if they talked matters over in her private room.

"No fear," was the reply. "I've come here to use this hammer, and I'm going to use it. My Johnny's got the seat right out of his pants."

"But surely," urged the bewildered principal, "Miss Primary did not do that?"

"No," said the irate parent, "and I'm not blaming anybody, but I'm going to knock that nail down."

Teachers To Study Housing

Principals of schools in congested districts of New York City, and visiting teachers, have been asked to join with the Welfare Council in promoting good housing, according to Mrs. Joseph M. Proskauer, chairman of the council's housing section. Mrs. Proskauer sent to all principals and visiting teachers brief summaries of the multiple dwelling law and its amendments. Social agencies have found, she said, that parents and children in the tenement districts frequently come to principals and teachers with all sorts of housing problems, many of them arising from ignorance of their rights and duties as tenants or tenement owners.

There is only one magazine devoted to the special field of

Visual Aids to Education:

THE EDUCATIONAL SCREEN

EDUCATIONAL SCREEN ($2) and JOURNAL OF EDUCATION ($3) may be had in specially arranged clubbing combination for
ONLY $4 A YEAR

SEND ORDERS TO

JOURNAL OF EDUCATION

Beacon Building, Boston

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

47 Winter St., Boston, Mass.

Meetings To Be Held

SEPTEMBER

10: Massachusetts State Normal School Teachers' Association, Secretary M. Grace Fickett, State Normal School, Westfield: Bridgewater, Massachusetts.

14-17: American Public Health Association, Secretary H. N. Calver, 370 Seventh Avenue, New York City: Montreal, Canada.

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

5-6: Association of Urban Universities, Secretary C. S. Marsh, University of Buffalo, Buffalo, New York: Toledo, Ohio.

5-7: Wisconsin Teachers' Association, Secretary Bart E. McCormick, 716 Beaver Building, Madison: Milwaukee, Wisconsin.

TEACHERS' AGENCIES

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

ALBERT TEACHERS AGENCY
25 E. Jackson Blvd.
CHICAGO, ILL.
535 Fifth Ave., New York
Hyde Bldg., Spokane, Wash.

45TH YEAR.—Executives and teachers for all kinds of Public School work, and men and women for good positions in State Teachers Colleges, Universities, and Private Schools, in good demand. Many thousands have secured PROMOTION through this Agency. Why not you? Booklet free.

AMERICAN AND FOREIGN TEACHERS AGENCY 19 WEST 44TH ST. NEW YORK

Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.
MISS AGNES HOOKER - MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

"A Personalized Service" **ACE TEACHERS' SERVICE**
Not one of the largest — but one of the best!
Worcester, Mass. Frances Crane Dodge, Director

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

THE CORLEW TEACHERS' AGENCY
GRACE M. ABBOTT, MANAGER
120 Boylston Street, Boston
Member of National Association of Teachers' Agencies

THE FICKETT TEACHERS' AGENCY
Edward W. Fickett, Prop. Telephone Hay. 1678
N. A. T. A. Member
8 Beacon Street, Boston Established 1885

KELLOGG'S TEACHER'S AGENCY
Established 1889
31 Union Square, New York, N. Y. (Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman } Managers
Telephone Algonquin 1756
We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies

Order Your Magazines Through This Office

The Circulation Department of the JOURNAL OF EDUCATION is prepared to supply your demands for current periodicals. Usually when two or more magazines are ordered together, there is a saving for the subscriber. A number of our friends already avail themselves of this service. They find it convenient, as well as economical.

If you subscribe for several magazines, send us your list and let us quote you our attractive clubbing price.

One postage stamp, one envelope, one order and one check — that is the easy way to secure your favorite magazines.

The following combinations have been specially arranged with publishers. The savings range from fifty cents to two dollars.

If you don't see here the periodicals you want, ask for them. The prices will be cheerfully furnished.

WE CAN SAVE YOU MONEY ON THESE MAGAZINES

In Combination with Journal of Education

		Our Price for BOTH			Our Price for BOTH
GRADE TEACHER Journal of Education	$2 $3	**$4.40**	GOLDEN BOOK Journal of Education	$3 $3	**$5**
TIME (Weekly) Journal of Education	$5 $3	**$6.50**	HARPER'S Journal of Education	$4 $3	**$5**
REVIEW OF REVIEWS Journal of Education	$3 $3	**$5**	INSTRUCTOR Journal of Education	$2 $3	**$4.40**
READER'S DIGEST Journal of Education	$3 $3	**$5**	SCRIBNER'S Journal of Education	$4 $3	**$5**
EDUCATIONAL SCREEN Journal of Education	$2 $3	**$4**	CURRENT HISTORY Journal of Education	$3 $3	**$5**
SAFETY EDUCATION Journal of Education	$1 $3	**$3.25**	COLLIER'S (Weekly) Journal of Education	$2 $3	**$4.50**

Your order, accompanied by remittance, should be mailed to

Circulation Department

Journal of Education

BEACON BUILDING, BOSTON